



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12411661  
SAU: MSAD 47  
School: James H Bean School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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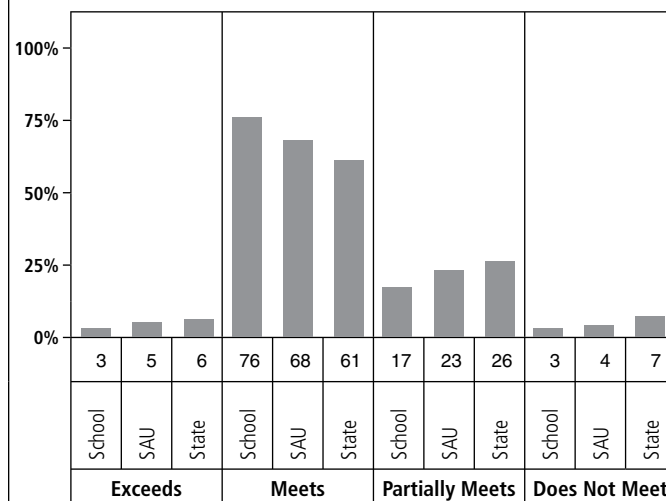
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

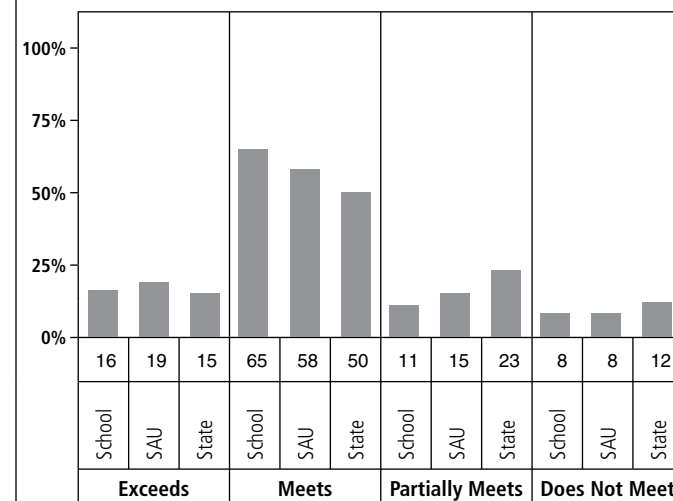
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	547	548	544
2007–2008	542	545	545
<b>2008–2009</b>	<b>549</b>	<b>548</b>	<b>546</b>
Cum. Avg.*	546	547	545
<b>Mathematics</b>			
2006–2007	550	551	546
2007–2008	544	548	546
<b>2008–2009</b>	<b>550</b>	<b>550</b>	<b>547</b>
Cum. Avg.*	548	550	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>545</b>	<b>544</b>	<b>543</b>

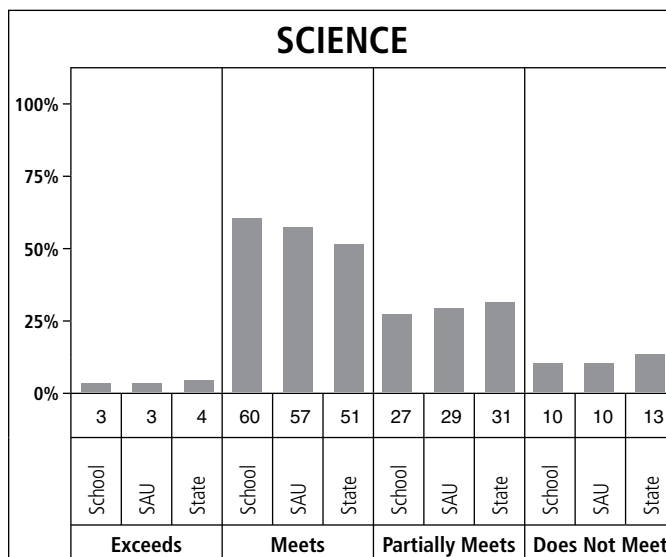
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	64	100	206	100	14212	100	64	100	206	100	14135	100	64	100	206	100	14144	100	64	100	206	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	1	0	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	4	2	259	2	1	100	4	100	253	98	1	100	4	100	258	100	1	100	4	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	63	98	201	98	13271	93	63	100	201	100	13212	100	63	100	201	100	13211	100	63	100	201	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	13	30	15	2479	17	8	100	30	100	2454	100	8	100	30	100	2455	100	8	100	30	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	17	27	68	33	5848	41	17	100	68	100	5815	100	17	100	68	100	5819	100	17	100	68	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	49	77	157	76	10849	76	49	77	157	76	10872	76	49	77	157	76	10976	77
Identified disability (PET/IEP)	1	2	1	1	298	3	1	2	1	1	307	3	1	2	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	2	1	123	1	1	2	2	1	121	1	1	2	2	1	126	1
<b>Participation with accommodations</b>	14	22	46	22	3122	22	14	22	46	22	3124	22	14	22	46	22	3019	21
Identified disability (PET/IEP)	6	43	26	57	1992	64	6	43	26	57	2000	64	6	43	26	57	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	8	57	20	43	907	29	8	57	20	43	886	28	8	57	20	43	826	27
<b>Participation through alternate assessment (PAAP)</b>	1	2	3	1	164	1	1	2	3	1	148	1	1	2	3	1	142	1
Identified disability (PET/IEP)	1	100	3	100	164	100	1	100	3	100	148	100	1	100	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	12	7	702	5
	2007-2008	3	5	11	6	659	5
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>5</b>	<b>836</b>	<b>6</b>
	Cum. Total*	6	3	34	6	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	38	67	110	65	7730	55
	2007-2008	29	47	111	59	8195	58
	<b>2008-2009</b>	<b>48</b>	<b>76</b>	<b>138</b>	<b>68</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	115	63	359	64	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	14	25	38	22	4182	30
	2007-2008	19	31	47	25	3800	27
	<b>2008-2009</b>	<b>11</b>	<b>17</b>	<b>46</b>	<b>23</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	44	24	131	23	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	7	10	6	1419	10
	2007-2008	11	18	18	10	1362	10
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	17	9	36	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.3	69.4	32.2	67.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.5	68.8	15.8	65.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.8	70.0	16.4	68.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 47  
 School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	63	2	3	48	76	11	17	2	3	549	203	5	68	23	4	548	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										4						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	62	2	3	47	76	11	18	2	3	549	198	5	68	23	4	548	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	4	57	2	29	537	27	0	19	63	19	538	2290	0	29	47	23	537
No	56	2	4	47	84	7	13	0	0	551	176	6	76	16	2	549	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	63	2	3	48	76	11	17	2	3	549	203	5	68	23	4	548	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	16	0	0	11	69	5	31	0	0	546	66	2	64	30	5	545	5716	2	51	35	12	542
No	47	2	4	37	79	6	13	2	4	550	137	7	70	19	4	549	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	63	2	3	48	76	11	17	2	3	549	203	5	68	23	4	548	13963	6	61	26	7	546
<b>Gender</b>																						
Female	34	2	6	26	76	5	15	1	3	551	99	8	70	19	3	550	6882	8	62	24	6	547
Male	29	0	0	22	76	6	21	1	3	547	104	3	66	26	5	546	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	2	22	7	78	0	0	541	36	0	25	64	11	539	1914	1	41	44	14	540
No	54	2	4	46	85	4	7	2	4	550	167	7	77	14	2	550	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	4										7	29	71	0	0	561	450	26	72	2	0	557
No	59	1	2	45	76	11	19	2	3	548	196	5	68	23	4	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	50	1	50	534	2	0	50	25	25	544	4	2	40	34	24	540
B. less than one hour	76	2	4	38	81	7	15	0	0	550	78	6	68	23	3	548	70	6	63	26	6	546
C. one to two hours	21	0	0	9	69	3	23	1	8	547	20	5	68	22	5	547	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	37	2	9	19	83	2	9	0	0	553	39	9	76	15	0	551	36	10	67	18	5	549
B. good	53	0	0	27	82	4	12	2	6	548	46	3	67	23	7	547	47	5	62	27	6	546
C. fair	10	0	0	1	17	5	83	0	0	540	14	4	50	43	4	543	15	2	47	40	12	541
D. poor	0										1	0	50	50	0	539	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	40	1	4	22	88	2	8	0	0	552	28	7	79	13	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	52	1	3	24	75	6	19	1	3	549	62	5	69	24	2	548	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	1	20	3	60	1	20	538	9	6	28	44	22	540	10	3	45	38	14	542
D. There is no match.	0										2	0	67	33	0	544	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	13	0	0	6	75	1	13	1	13	545	13	0	63	22	15	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	61	2	5	28	74	7	18	1	3	550	66	8	68	23	2	549	64	7	63	25	5	547
C. easier than my regular schoolwork	26	0	0	13	81	3	19	0	0	550	20	2	73	22	2	548	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	0	0	3	100	0	0	539	5	0	10	70	20	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	46	1	4	22	79	3	11	2	7	547	53	7	66	23	5	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	49	1	3	25	83	4	13	0	0	552	42	5	78	16	1	551	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	0	0	9	75	3	25	0	0	549	18	3	76	22	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	60	1	3	31	84	5	14	0	0	551	67	7	68	21	4	548	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	2	50	0	0	2	50	538	5	0	55	27	18	544	10	3	52	33	12	543
D. I rarely read at home.	15	1	11	5	56	3	33	0	0	548	9	6	56	33	6	543	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	1	7	9	60	5	33	0	0	549	17	3	69	23	6	547	25	3	53	33	11	543
B. six to ten pages	27	1	6	13	76	2	12	1	6	549	28	5	63	26	5	546	26	6	61	26	7	546
C. eleven or more pages	48	0	0	25	83	4	13	1	3	550	54	6	71	21	3	549	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										8	17	33	50	0	549						
B.	0										38	10	63	27	0	546						
C.	0										29	9	65	17	9	548						
D.	0										24	0	79	21	0	548						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	12	21	38	22	1711	12
	2007-2008	8	13	25	13	1617	12
	<b>2008-2009</b>	<b>10</b>	<b>16</b>	<b>38</b>	<b>19</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	30	16	101	18	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	31	54	93	54	6778	48
	2007-2008	26	42	110	59	7284	52
	<b>2008-2009</b>	<b>41</b>	<b>65</b>	<b>117</b>	<b>58</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	98	54	320	57	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	18	29	17	3884	28
	2007-2008	15	24	33	18	3341	24
	<b>2008-2009</b>	<b>7</b>	<b>11</b>	<b>31</b>	<b>15</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	32	18	93	17	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	4	7	11	6	1683	12
	2007-2008	13	21	19	10	1778	13
	<b>2008-2009</b>	<b>5</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	22	12	47	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	27.7	57.7	27.5	57.3	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	11.3	62.8	11.3	62.8	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.1	51.0	5.1	51.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.0	60.0	5.9	59.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 47  
 School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	63	10	16	41	65	7	11	5	8	550	203	19	58	15	8	550	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										4						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	62	10	16	40	65	7	11	5	8	550	198	19	58	15	9	550	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	1	14	5	71	526	27	0	37	11	52	532	2307	3	32	32	33	536
No	56	10	18	40	71	6	11	0	0	553	176	22	61	16	2	552	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	63	10	16	41	65	7	11	5	8	550	203	19	58	15	8	550	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	16	1	6	8	50	5	31	2	13	541	66	8	58	20	15	545	5731	7	46	29	18	542
No	47	9	19	33	70	2	4	3	6	553	137	24	58	13	5	552	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	63	10	16	41	65	7	11	5	8	550	203	19	58	15	8	550	13988	15	50	23	12	547
<b>Gender</b>																						
Female	34	6	18	22	65	4	12	2	6	550	99	21	53	19	7	550	6889	14	51	23	12	546
Male	29	4	14	19	66	3	10	3	10	550	104	16	63	12	10	549	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	1	11	4	44	3	33	1	11	547	36	8	36	36	19	541	1918	3	39	36	22	539
No	54	9	17	37	69	4	7	4	7	551	167	21	62	11	6	552	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	4										7	86	14	0	0	573	450	64	34	2	0	564
No	59	6	10	41	69	7	12	5	8	548	196	16	59	16	9	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	1	50	0	0	1	50	534	2	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	76	7	15	35	74	4	9	1	2	552	78	18	62	13	7	550	70	15	52	23	10	547
C. one to two hours	21	3	23	4	31	3	23	3	23	545	20	24	41	22	12	548	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	18	4	36	5	45	1	9	1	9	557	30	30	50	10	10	553	34	28	50	14	8	552
B. good	65	6	15	29	74	2	5	2	5	551	53	18	64	11	7	550	45	11	54	24	10	546
C. fair	13	0	0	4	50	2	25	2	25	542	15	3	59	31	7	545	18	3	45	33	19	540
D. poor	3	0	0	1	50	1	50	0	0	543	3	0	20	40	40	530	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	35	5	23	15	68	2	9	0	0	554	35	27	58	10	6	553	38	22	52	19	7	550
B. They match some of what I have learned.	47	2	7	21	72	5	17	1	3	549	51	14	63	18	4	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	16	2	20	4	40	0	0	4	40	542	12	13	38	17	33	540	11	6	40	30	24	540
D. There is no match.	2	1	100	0	0	0	0	0	0	580	1	33	0	33	33	547	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	6	0	0	3	75	0	0	1	25	545	12	4	42	25	29	538	17	7	42	30	21	540
B. about the same as my regular schoolwork	68	5	12	30	71	5	12	2	5	550	63	16	68	13	3	551	64	15	53	23	10	547
C. easier than my regular schoolwork	26	5	31	7	44	2	13	2	13	552	25	34	40	14	12	552	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	3	0	0	0	0	0	0	2	100	513	6	0	17	42	42	531	7	6	39	27	27	539
B. 30–45 minutes	13	0	0	5	63	2	25	1	13	544	13	19	58	15	8	549	28	9	49	28	15	544
C. 45–60 minutes	26	4	25	12	75	0	0	0	0	557	32	17	63	12	8	551	41	17	53	21	9	548
D. more than 60 minutes	58	6	17	23	64	5	14	2	6	551	49	22	58	14	5	551	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	518	3	0	33	50	17	537	6	14	43	24	20	543
B. two or three days a week	8	0	0	3	60	1	20	1	20	542	32	20	58	12	9	551	24	17	52	21	10	548
C. two or three times each month	56	5	14	24	69	4	11	2	6	551	47	18	61	17	4	550	33	17	52	21	9	548
D. never or almost never	34	5	24	13	62	2	10	1	5	553	18	22	50	11	17	548	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	43	2	8	20	77	3	12	1	4	550	32	13	70	13	5	551	23	13	47	26	15	545
B. two or three days a week	33	4	20	11	55	1	5	4	20	548	38	22	53	14	10	549	31	17	52	21	10	548
C. two or three times each month	18	3	27	6	55	2	18	0	0	554	20	24	49	20	7	551	27	17	52	21	10	548
D. never or almost never	7	1	25	3	75	0	0	0	0	558	9	16	53	16	16	547	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										8	0	50	33	17	543						
B.	0										38	7	70	10	13	545						
C.	0										29	22	57	13	9	552						
D.	0										24	26	53	21	0	552						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	3	7	3	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	38	60	116	57	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	17	27	59	29	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	6	10	21	10	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.6	63.8	29.7	61.9	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.2	55.0	12.9	53.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	17.4	72.5	16.8	70.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	63	2	3	38	60	17	27	6	10	545	203	3	57	29	10	544	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										4						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	62	2	3	38	61	16	26	6	10	545	198	4	57	29	11	544	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	2	29	4	57	533	27	0	26	26	48	533	2309	2	29	39	29	536
No	56	2	4	37	66	15	27	2	4	547	176	4	62	30	5	546	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	63	2	3	38	60	17	27	6	10	545	203	3	57	29	10	544	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	16	0	0	6	38	8	50	2	13	539	66	5	45	38	12	541	5729	2	42	37	20	539
No	47	2	4	32	68	9	19	4	9	548	137	3	63	25	9	545	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	63	2	3	38	60	17	27	6	10	545	203	3	57	29	10	544	13987	4	51	31	13	543
<b>Gender</b>																						
Female	34	0	0	20	59	10	29	4	12	543	99	4	55	28	13	543	6886	4	49	33	14	542
Male	29	2	7	18	62	7	24	2	7	548	104	3	60	30	8	545	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	4	44	3	33	2	22	540	36	0	25	53	22	537	1917	1	31	41	28	536
No	54	2	4	34	63	14	26	4	7	546	167	4	64	24	8	546	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	4										7	0	100	0	0	555	450	25	72	2	1	557
No	59	2	3	34	58	17	29	6	10	545	196	4	56	30	11	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 47  
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	50	1	50	534	2	0	25	50	25	538	4	2	37	35	25	538
B. less than one hour	76	2	4	33	70	11	23	1	2	548	78	4	59	27	9	545	70	4	53	31	12	544
C. one to two hours	21	0	0	5	38	5	38	3	23	540	20	0	54	34	12	542	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	63	1	3	28	72	8	21	2	5	548	37	3	69	23	5	547	26	7	56	26	11	545
B. good	31	1	5	9	47	8	42	1	5	544	49	5	54	32	9	544	53	4	53	31	11	544
C. fair	6	0	0	1	25	1	25	2	50	538	12	0	38	33	29	537	18	2	41	39	17	540
D. poor	0										2	0	40	60	0	541	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	31	1	5	10	53	7	37	1	5	546	19	3	61	32	5	545	23	5	56	28	11	544
B. They match some of what I have learned.	52	1	3	22	69	7	22	2	6	548	56	3	63	27	8	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	16	0	0	5	50	3	30	2	20	542	21	5	45	33	17	542	23	4	49	33	14	543
D. There is no match.	2	0	0	1	100	0	0	0	0	544	4	11	33	33	22	541	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	10	0	0	3	50	2	33	1	17	544	15	3	53	27	17	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	60	2	5	21	57	10	27	4	11	545	65	4	58	29	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	31	0	0	14	74	5	26	0	0	550	20	3	60	33	5	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	92	2	4	36	63	15	26	4	7	546	39	3	62	28	8	545	33	5	51	31	14	543
B. a few times a week	3	0	0	1	50	1	50	0	0	545	50	5	56	32	7	545	45	4	52	32	11	544
C. once a week	3	0	0	0	0	1	50	1	50	532	6	0	42	33	25	542	8	4	50	30	16	542
D. a few times a month	2	0	0	1	100	0	0	0	0	558	5	0	50	10	40	537	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	37	0	0	19	83	4	17	0	0	549	25	0	66	20	14	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	21	0	0	6	46	6	46	1	8	542	24	0	48	46	6	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	24	2	13	8	53	4	27	1	7	549	32	8	55	28	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	18	0	0	5	45	3	27	3	27	542	20	5	63	23	10	546	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	40	1	4	14	56	7	28	3	12	545	56	3	55	32	11	543	47	4	51	32	12	543
B. a few times a month	26	1	6	9	56	5	31	1	6	545	26	6	60	27	8	545	27	5	54	30	11	544
C. once a month	8	0	0	4	80	1	20	0	0	548	6	8	62	15	15	546	10	5	49	30	15	543
D. never or almost never	26	0	0	11	69	4	25	1	6	548	12	0	63	29	8	545	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	42	1	4	14	56	8	32	2	8	546	51	4	55	31	10	544	46	4	52	32	12	543
B. a few times a month	25	1	7	8	53	5	33	1	7	546	30	3	61	27	8	545	28	5	53	30	12	544
C. once a month	20	0	0	9	75	3	25	0	0	547	12	4	54	33	8	544	11	4	47	34	15	542
D. never or almost never	13	0	0	6	75	0	0	2	25	546	8	0	67	13	20	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										8	0	50	33	17	540						
B.	0										38	3	47	40	10	541						
C.	0										29	9	65	22	4	547						
D.	0										24	0	58	37	5	544						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number